



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3930 W. Greenway Road, Phoenix, AZ 85053

Glendale Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Excelling
2004-05	Highly Performing
2003-04	Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Michael J. Dellisanti  
 Schedule : 07:00 AM to 04:30 PM  
 Grades : 9-12  
 Web Address : [www.guhsdaz.org/schools/greenway.asp](http://www.guhsdaz.org/schools/greenway.asp)  
 Phone Number : (623) 915-8500  
 Fax Number : (623) 915-8560  
 E-mail : [mjdellis@guhsdaz.org](mailto:mjdellis@guhsdaz.org)

### Mission

Greenway High School seeks to advance lifelong learning through growth in academics, social responsibility and physical well-being. Our mission is to prepare our students for the choices and challenges of the 21st Century.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Increase student achievement on district criterion-referenced tests and performance-based assessments. These assessment tools are used to measure each student's academic progress in all core subjects.
- ü Prepare students for successful performance on Arizona's Instrument to Measure Standards (AIMS). Increase student achievement and performance in all subjects on College Board/Advanced Placement examinations.
- ü Increase communication among parents, community, teachers, staff and students to build confidence and promote learning in a positive and caring environment, and to create a partnership among all stakeholders that is conducive to life-long learning.
- ü Students, teachers and staff will continue to learn, use and model all types of technology to enhance the educational process of our students and make more efficient the day-to-day tasks of school.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1722  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 294

## Instructional Programs

- ü Advanced Placement/Honors Program
- ü Cisco Network Academy On-site
- ü Culinary Arts Program
- ü Certified Nursing Assistant Program
- ü Career and Technical Education Programs
- ü Performing Arts Program
- ü Alternative Education Program
- ü Special Education Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/23/2006

## Shared Responsibilities

### School

Yearly, schools set goals and expectations for students. To make sure that every student can attain these goals, school counselors involve parents in developing a four-year education plan for each new ninth grade student and these plans are reviewed each year. Parents are informed of academic progress and attendance concerns. Mailings include: quarterly newsletters, progress reports every 4.5 weeks, phone calls/conferences routinely completed, handbooks/policies are distributed and explained.

### Parents

The district has established policies and procedures regarding student attendance, tardiness and disruptive behavior. Parents sign affidavits at the beginning of the year regarding student attendance, tardiness, disruptive behavior and other school policies. Parents are responsible for indicating absences and ensuring that students follow school rules and policies. Parents support involvement in student activities and events by attending extracurricular activities, open house and performances.

## Transportation Policy

Greenway's attendance area consists of 6.75 square miles in northwest Phoenix bounded by Bell Road to the north, I-17 to the east, 51st Ave. to the west and Thunderbird Road to the south between the freeway and 39th Ave., and Sweetwater to the south between 39th Ave. and 51st Ave. Students who live more than 1.5 miles from the school within our attendance area are provided bus service by the district. Special needs students are provided transportation in and out of our attendance area.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Red Cross Real Hero Award	2004
ü Presidential Scholar Award	2002
ü Class of 2005 \$3,000,000 in Scholarships	2004
ü Highly Performing school for two years	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	397	3339	71130	95	92	95	725	716	701	6	11	23	6	9	13	63	60	51	25	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	201	1706	35465	96	94	96	722	716	702	4	10	21	8	9	13	65	61	53	23	19	13
Male	196	1632	35648	95	89	94	727	717	701	8	12	24	5	8	12	61	59	50	26	20	14
African American	18	273	3868	95	90	95	708	700	686	6	18	33	11	13	17	72	60	45	11	9	6
Hispanic	83	1360	25103	89	92	95	713	703	685	14	17	34	4	11	16	64	61	45	18	11	5
Asian/Pacific Islander	18	111	1805	100	99	98	727	723	731	11	12	9	11	7	7	39	52	50	39	29	34
American Indian/Alaskan Native	11	107	4241	100	95	90	730	712	679	NA	8	39	9	13	19	73	68	39	18	10	3
White	267	1488	36075	97	91	95	729	731	715	3	5	12	6	5	9	63	60	58	27	30	21
Students with Disabilities	16	91	5862	50	24	71	696	686	658	25	20	63	13	22	15	56	56	20	6	2	2
Students without Disabilities	381	3248	65268	99	100	98	725	717	705	5	11	19	6	8	12	63	61	54	25	20	15
Limited English Proficient Students	NC	258	4859	NC	91	93	NC	669	662	NC	50	64	NC	18	15	NC	31	20	NC	1	1
Migrant Students	--	NC	786	--	NC	95	--	NC	681	--	NC	38	--	NC	18	--	NC	41	--	NC	4
Economically Disadvantaged	93	1490	22957	92	89	93	715	705	685	9	16	34	10	11	17	67	61	44	15	12	5
Non-Economically Disadvantaged	304	1849	48173	96	94	96	727	726	709	5	7	17	5	7	11	62	60	55	28	27	18

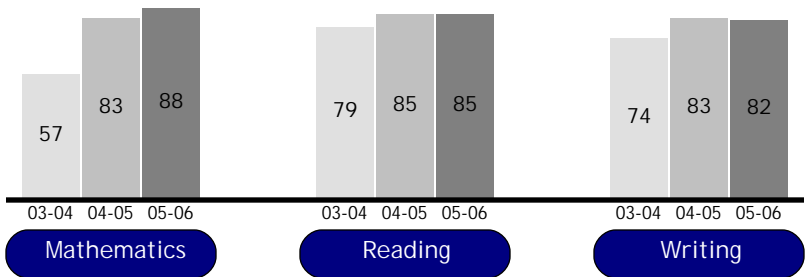
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	410	3571	73018	96	96	97	719	706	703	1	4	6	13	22	23	75	66	64	10	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	207	1797	36181	97	97	97	722	710	708	NA	3	4	13	21	21	76	66	65	11	10	9
Male	203	1773	36816	95	96	96	717	702	699	2	5	7	14	23	24	75	66	62	9	6	7
African American	20	302	3976	95	96	96	706	690	689	NA	6	8	30	31	29	65	60	59	5	3	3
Hispanic	85	1431	25801	92	95	96	705	691	683	NA	6	10	22	31	34	72	59	53	6	4	3
Asian/Pacific Islander	18	112	1812	100	97	98	721	710	722	NA	4	3	22	20	15	61	65	66	17	11	16
American Indian/Alaskan Native	11	117	4389	100	100	93	722	696	675	NA	3	9	9	29	42	82	65	47	9	3	1
White	275	1607	37024	96	97	97	725	722	721	1	2	2	9	12	12	78	73	73	12	13	13
Students with Disabilities	18	263	7170	53	66	85	683	659	654	17	16	23	17	48	47	67	35	29	NA	0	1
Students without Disabilities	392	3308	65848	100	100	98	720	709	708	0	3	4	13	20	20	76	69	67	11	8	9
Limited English Proficient Students	NC	274	5099	NC	94	95	NC	640	641	NC	25	29	NC	66	59	NC	9	12	NC	NA	0
Migrant Students	--	NC	817	--	NC	96	--	NC	667	--	NC	15	--	NC	44	--	NC	39	--	NC	1
Economically Disadvantaged	100	1639	23912	93	95	94	708	689	681	NA	6	10	24	33	36	68	58	52	8	3	2
Non-Economically Disadvantaged	310	1932	49106	97	98	98	723	720	714	1	2	4	10	13	16	78	73	69	11	12	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	407	3545	72810	95	96	96	706	692	685	2	4	6	15	25	30	72	64	58	10	7	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	208	1796	36111	97	97	97	715	701	695	1	3	4	9	18	23	77	69	65	13	10	8
Male	199	1748	36678	93	94	95	697	682	674	4	5	9	23	32	36	67	59	52	7	4	3
African American	20	298	3962	95	95	96	716	681	675	NA	7	8	5	27	33	95	62	55	NA	4	3
Hispanic	86	1435	25735	93	96	96	694	682	669	5	6	10	21	33	41	65	58	48	9	4	2
Asian/Pacific Islander	18	111	1809	100	97	97	704	691	704	6	9	4	17	13	19	50	68	65	28	10	13
American Indian/Alaskan Native	11	115	4370	100	98	92	715	690	670	NA	3	9	NA	28	39	91	61	50	9	8	2
White	271	1584	36915	95	96	97	709	703	697	2	2	3	15	18	21	73	69	67	10	10	8
Students with Disabilities	15	240	7071	44	60	84	671	647	634	13	13	24	47	56	53	40	30	21	NA	1	1
Students without Disabilities	392	3305	65739	100	100	98	707	694	689	2	4	4	14	23	27	73	66	62	10	7	6
Limited English Proficient Students	NC	276	5046	NC	95	94	NC	617	621	NC	31	31	NC	54	56	NC	15	12	NC	NA	0
Migrant Students	--	NC	812	--	NC	96	--	NC	654	--	NC	15	--	NC	51	--	NC	34	--	NC	0
Economically Disadvantaged	100	1624	23814	93	94	94	693	678	667	5	7	10	22	33	41	69	57	47	4	3	2
Non-Economically Disadvantaged	307	1921	48996	96	97	97	711	703	693	2	2	4	13	18	24	73	70	64	12	10	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	93	51	NA	42	97	60	50	51	92	63	50	52
	Language	92	54	50	42	97	58	50	50	92	59	50	50
	Mathematics	93	77	71	63	98	61	50	50	92	63	52	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 7 Teacher(s)
- 7 Parent(s)
- 2 Community Member(s)
- 4 Student(s)

## Council Duties

- Ü Reviewing and analyzing survey data
- Ü Assessing Progress Toward Goals
- Ü Promoting School Safety
- Ü Improving Communication with Parents
- Ü Improving Parent Satisfaction
- Ü Increasing Student Participation

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	80.20
Other Professional Staff	14.00	Teacher Aide	13.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	9	0	0
4 to 6 years	10	1	0	1
7 to 9 years	3	4	0	0
10 or more years	13	31	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	317
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	1%

## Resources Available at School Site

## Special Facilities

- Ü Seven Computer Labs
- Ü Media Center
- Ü Cisco Network Academy On-Site
- Ü Culinary Arts Kitchen

## Extracurricular Activities

- Ü Interscholastic Athletics
- Ü Aspire to Teach Club
- Ü Student Government
- Ü Academic Decathlon
- Ü National Honor Society
- Ü Speech/Debate Program
- Ü Vocal/Instrumental Music Programs
- Ü GCC/Greenway Automotive Partnership

## Social Services

- Ü Counseling Services
- Ü General Support Groups
- Ü Crisis Intervention
- Ü School Psychologist
- Ü Health Center Services
- Ü Breakfast/Lunch Programs
- Ü Social Worker
- Ü Grief/Addiction Groups

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü The Greenway staff and community have continued to work together to keep students in school. The dropout rate has been reduced nine consecutive years. The 2005 dropout rate was 2.68 percent, well below the state and national averages.
- ü The Greenway staff recognizes and celebrates the worth of each individual. The development of a Unitown program and Anti-Defamation League training has helped focus attention upon an appreciation for ethnic, cultural and religious diversity.
- ü Partnerships with the business community benefit our students through the Certified Nursing Assistant program with Banner Thunderbird Medical Center, the Factory Automotive Program with GCC and Aspire to Teach with Rio Salado, GCC and ASU West.
- ü A two-year program in partnership with Cisco Systems gives students the opportunity to receive academic and practical training leading to certification as a network technician. The NJROTC program gives students experience before joining the military.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	88	89	88	73
Graduation Rate <sup>6</sup>	93	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Teachers and administrators are visible on campus between classes, in the parking lot and at lunch. Supervision by staff occurs before and after school on campus and in parking lots. Teachers, administrators and visitors wear visible ID badges while on the school grounds. Finally, school rules and expectations for appropriate behaviors are communicated to students and parents several time during the year.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Michael Dellisanti	(623) 915-8500
Transportation Policy	Jeff Feldman	(623) 915-8500
Community Resources	Jennifer Kern	(623) 915-8500
School Nutrition Programs	Linda Vallee	(623) 915-8500
Parent Organization	Bechara Manzur, President	(623) 915-8500
Student Health/Nurse	Mike Gierke	(623) 915-8500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.